

Huron School District Improvement Plan/Progress Report Form

Principle: 3 – Evaluation Procedures				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:25:04. Evaluation procedures.</u> The school district shall ensure a variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability and in the development of the content of the child's IEP. The school district shall ensure the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Through interview and a review of 12 student records, the monitoring team could not validate parent input into the evaluation process. District procedure requires the contact date and parent input be documented on the prior notice/consent for evaluation. This procedure needs to be consistently implemented for all evaluation procedures.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures comprehensive evaluations are conducted by a team of knowledgeable staff which includes parent input.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parent input into evaluation will be acquired during all evaluation procedures and documented in student files.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

6 month reporting date 05/04/05

Closed 05/06/05

<p>1. What will the district do to improve? The district will review its established procedures (November 17, 2004 and January 19, 2005 staff meetings)...reminded to document parent input on the prior notice form and the district's "re-evaluation" form (documentation for parent interview/conference).</p> <p>What data will be given to SEP to verify this objective? The district will submit to Special Education Programs (SEP) the date information was provided to staff and the number of staff that received the information. In addition building level teams will meet at least once to review all the recommendations and strategies for implementation.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	
<p>Please explain the data (6 month) The district reviewed its established procedures (documentation of parent input on the prior notice form and the district's re-evaluation form) on November 17, 2004 and January 19, 2005. On January 19th the improvement plan was also reviewed with staff. Building level teams include the following schools and meeting dates: Buchanan, February 2, 2005; Jefferson, February 7, 2005; Madison, February 9, 2005; Washington, January 21 and February 9 & 22, 2005; Middle School, February 15, 2005; and High School, February 2, 2005.</p>				
<p>2. What will the district do to improve? Parent input will be obtained prior to evaluation 100% of the time.</p> <p>What data will be given to SEP to verify this objective? The district will review 50% of the initial evaluations and re-evaluations occurring during the 6 month reporting period to ensure that parent input is obtained and documented (i.e., prior notice form, the district's re-evaluation form, and parent interview/conference forms).</p> <p>The district will report the total number of files reviewed and the number of files documenting parent input.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	

6 month reporting date 05/04/05

Closed 05/06/05

Please explain the data (6 month) All paperwork is reviewed and memos are sent out to staff members for revisions if necessary. On the prior notice form staff are documenting parent contact date and the parent input. Forty-one files for initial evaluation and re-evaluation have been reviewed. Thirty-five files documented parent input. Six files were missing the parent interview forms and did not contain the parent contact date on the prior notice letter. Staff were contacted and corrections and missing forms were submitted to our office. Overall, staff members are very conscious of documentation and using the district's forms. Unfortunately, some of our parents and students do not complete the forms. For parents and students not completing the forms prior to the meeting, staff takes their input at the staffing and includes their comments in the IEP meeting notes.

Principle: 3 - Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04. Evaluation procedures.

The school district shall ensure a variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability and in the development of the content of the child's IEP. The school district shall ensure the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

A review of student records revealed transition evaluations were not completed for two students prior to turning age 16. Written notice/consent was received by the district to administer transition evaluations to four students as part of their comprehensive evaluation. There was no evidence the area of transition was evaluated for these students. Tests were also administered without parent consent for four other students. For example, a BASC and Connors (behavior evaluations) were administered and had not been included on the written notice/consent provided to the parents.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures appropriate written notice/consent is acquired and that tests are administered in all areas of suspected disability as part of an evaluation or re-evaluation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All evaluations listed on the prior notice will be administered and evaluations will not be administered without parent consent.

6 month reporting date 05/04/05

Closed 05/06/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Prior notice/consent will be acquired for tests that are administered in all areas of suspected disability.</p> <p>What data will be given to SEP to verify this objective? The district will review 50% of the initial evaluations and re-evaluations occurring during the 6 month reporting period to ensure consent was received for all evaluations administered. The district will report the total number of files reviewed and the number of files containing consent for all evaluations administered—monitoring the dates as well.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT/OT), and special services secretary	MET	
<p>Please explain the data (6 month) Forty-one files were reviewed. Consent had been received for all 41 evaluations/re-evaluations conducted. If the school psychologist or MDE team member determines during the course of the evaluations that an additional test be completed, they will contact the special education teacher who in turn contacts the parent explaining the need for additional testing and for verbal permission to conduct the evaluation. The additional test is added to the prior notice letter and the parent initials the document indicating their permission has been granted.</p>				

6 month reporting date 05/04/05

Closed 05/06/05

<p>2. What will the district do to improve?</p> <p>All evaluations listed on the prior notice/consent for evaluation will be administered. The student's employment and living interests will be surveyed prior to his/her 14th birthday, and transition evaluations will be completed prior to a student's 16th birthday.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 50% of the initial evaluations and re-evaluations occurring during the 6 month reporting period to ensure all evaluations on the prior notice/consent were administered. The district will report the total number of files reviewed and the number of files containing all the evaluations listed on the prior notice/consent.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	
<p>Please explain the data (6 month) All students prior to their 14th birthday completed an employment and living interests survey and transition evaluations were completed prior to a student's 16th birthday. Twelve files were reviewed for this group. One file was received without the transition evaluation completed prior to the student's 16th birthday but this was caught early enough to meet the timeline requirement. This area will continue to be monitored.</p>				

Principle: 3 – Evaluation Procedures

6 month reporting date 05/04/05

Closed 05/06/05

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count.

The review team identified the following issues regarding three students:

1. Test scores for student #1 yielded an IQ of 86 with the lowest achievement score of 77. A regression score of 76 or below would be needed to verify eligibility under the category of learning disabled.
2. Testing scores for student #2 yielded an IQ of 89 with the lowest achievement score of 78. A regression score of 75 or below would be needed to verify eligibility under the category of learning disabled.
3. Test scores for student #3 yielded an IQ of 75 with adaptive scores of 81 – 88. All the achievement scores place the student average to below average. Current documentation does not support the disability category of mental retardation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures evaluation or re-evaluation procedures meet the minimum requirement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

Documentation supporting a child's disabling condition will be available for 100% of special education students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 05/04/05

Closed 05/06/05

<p>1. What will the district do to improve?</p> <p>The issues stated above that are requiring immediate attention will be addressed as follows:</p> <p>Student #1=This student was a student that had transferred into the Huron District from Watertown and the IEP was accepted as written.</p> <p>Student #2=This student was evaluated in the fall of 2003 with the new WISC IV and after consultation with the psychologist's advisor at the University of Nebraska, the decision was made to recognize the results for meeting criteria for placement. This was also discussed initially with the state director of special education at that point in time. The decision was not to use the WISC IV for the remainder of the year until a written directive from the state office was completed. This specific item was again shared with the state director within the last week, after the review report. The state director explained that due to the fact that no recommendation has been sent out to people in the field as of yet, she suggested this response be shared with the CIMP team leader. Final decisions for how the use of the WISC IV sub-sections were to be used have not been determined as of this date.</p> <p>Student #3=The multifaceted evaluation team members will be reconvened to re-evaluate the child's evaluation data (including the functional assessment data). If necessary, the team may decide to have an override—knowing the student continues to need special education services. (Prior to this the student had been identified as LD.)</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will report to SEP the meeting date for each student and a brief summary of the team's decision regarding each student's eligibility.</p>	<p>Dec. 15, 2004</p>	<p>Special education director, State special education director, CIMP monitoring team leader, and all certified personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
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6 month reporting date 05/04/05

Closed 05/06/05

Please explain the data (6 month) Student #1 was identified in Watertown and moved into the Huron District on an IEP. The Huron team accepted the IEP as written. This was reviewed with the state director. It was determined that Huron was not responsible for Watertown's decision related to the disabling condition—Watertown District identified the student. The decision regarding student #2 was discussed with the state director of special education as well as the CIMP team leader. (Please see additional comments on page 6.) Student #3 moved out of the Huron District before the team could meet to re-evaluate the child's evaluation data.

2. What will the district do to improve? The third student's IEP will be changed to the appropriate disabling condition. What data will be given to SEP to verify this objective? The date this change was completed will be documented and submitted to the Special Education Programs (SEP).	December 15, 2004	Special education director, State special education director, CIMP monitoring team leader, and all certified personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	
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Please explain the data (6 month) Unfortunately, this student moved out of the Huron District before a meeting could be held to change records to the appropriate disabling condition.

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03. Content of individualized education program.

A student's IEP must contain present levels of performance based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. Present levels of performance must contain the student's strengths, needs, effect of the disability on the student's involvement/progress in the general curriculum, and parent input.

Through interview and a review of student records, present levels of performance did not consistently contain skill based strengths and needs for each goal area or the students involvement in the general curriculum. Therefore, annual goals did not represent skills the student could reasonably be expected to accomplish within a 12 month period. For example, "will complete math standards at 100% accuracy" and "will complete the LA-11 resource room program during the 2004 - 2005 school year."

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of performance will contain the student's strengths, needs, and effect of the disability on the student's involvement/progress in the general curriculum. Annual goals will link to the present levels of performance and reflect the skill the student can reasonably be expected to accomplish within a 12 month period.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 05/04/05

Closed 05/06/05

<p>1. What will the district do to improve?</p> <p>The district will create a format for the present levels that will have the staff separate out the areas of strengths, needs, and the effect of the disability on the student's involvement/progress in the general curriculum.</p> <p><u>Special Note:</u> An example of the format the CIMP team leader uses for her cooperative will be secured to share with the staff as well. Also, examples of the CIMP team leader's co-op goals/objectives statements have also been requested by the staff prior to this.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 50% of the present levels of performance statements completed using this format for student plans within the six month reporting period. The district will report the total number of IEPs reviewed and the total number of IEPs which used the adopted format.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	
<p>Please explain the data (6 month) All IEPs—89 in all—have been reviewed. Eighty-seven IEPS contained present levels that include the areas of strengths, needs, and the effect of the disability on the student's involvement/progress in the general curriculum. Examples of the CIMP team leader's co-op goals/objectives statements have been shared with the staff. Two IEPs failed to address the effect of the disability on the student's involvement/progress in the general curriculum. The teacher has been contacted and will resubmit corrected paperwork.</p>				

6 month reporting date 05/04/05

Closed 05/06/05

<p>2. What will the district do to improve?</p> <p>The format described in #1 will be adopted as the district's standard for all IEP development specific to the present levels of performance data.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 50% of the present levels of performance statements completed using this format for student plans within the six month reporting period. This process will ensure that 100% of the PLOPS contain skill-based strengths and needs for each goal. The district will report the total number of IEPs reviewed and total number of IEPs which contain the student's strengths, needs, and the effect of the disability on the student's involvement/progress in the general curriculum.</p>	<p>May 15, 2005</p>	<p>Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
<p>Please explain the data (6 month) Eighty-nine IEPs have been reviewed. Eighty-seven IEPs contain the student's strengths, needs, and the effect of the disability on the student's involvement/progress in the general curriculum. Examples of the CIMP team leader's co-op goals/objectives statements have been shared with the staff. Two IEPs failed to address the effect of the disability on the student's involvement/progress in the general curriculum. The teacher has been contacted and will resubmit corrected paperwork.</p>				

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03. Content of individualized education program.

A student's IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities.

Through a review of student files and teacher interview, the justification for placement did not consistently explain why the student with disabilities could not receive instruction in the regular classroom setting with non-disabled peers. For example, "will continue to work on academics and counseling goals..." or "the team felt he needed assistance to improve his writing and organizational skills."

6 month reporting date 05/04/05

Closed 05/06/05

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The justification for placement will specify the student's instructional needs that resulted in the student's removal from the regular classroom and his/her peers.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>The justification for placement statement will be written in a reject/accept format that will describe the student's instructional needs; document data that clarifies the need for removal from the regular classroom and his/her peers.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 50% of the IEPs completed within this six month reporting period—documenting that 100% of the files will include a justification statement in a reject/accept format that describes each student's instructional needs that resulted in removal from the regular classroom and his/her peers.</p>	May 15, 2005	Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary	MET	
<p>Please explain the data (6 month) The district policy is that each IEP must include a justification statement in a reject/accept format that describes each student's instructional needs that resulted in removal from the regular classroom and his/her peers. All 89 IEPs reviewed used this format.</p>				

6 month reporting date 05/04/05

Closed 05/06/05

<p>2. What will the district do to improve?</p> <p>The reject/accept format will become the standard for all district IEPs.</p> <p>What data will be given to SEP to verify this objective?</p> <p>One hundred percent of the district's IEPs reviewed during this six month reporting period will include justification statements that include a reject/accept format with a description of each student's instructional needs that result in the removal from the regular classroom and his/her peers.</p>	<p>May 15, 2005</p>	<p>Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
<p>Please explain the data (6 month) The district policy is each IEP must include a justification statement in a reject/accept format that describes each student's instructional needs that resulted in removal from the regular classroom and his/her peers. All 89 IEPs reviewed used this format.</p>				

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:26. Extended school year authorized. The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

An IEP pursuant to chapter 24:05:27 shall be developed by the IEP team and implemented with informed parental consent. The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

In implementing the requirements of this section, a district may not:

- (1) Limit extended school year services to particular categories of disability;
- (2) Unilaterally limit the type, amount, or duration of those services; or
- (3) Apply a regression/recoupment criterion to children in need of prolonged assistance.

A review of student records indicated extended school year (ESY) procedures were inconsistently implemented. The length of school day and duration of services for one student stated "will continue to work on academics and counseling." Consent for ESY was provided in the IEP for another student but services and dates were not documented. Interviews indicated a lack of understanding of the process to determining the need for ESY and that ESY must be determined for "all" students regardless of the severity of their disability. In another instance, ESY services were to be determined by an established date. A meeting to determine the length of school day and duration of services was not held. Parents were just sent copies of the goal pages.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content for determining the need for ESY for any/all students, the length of school day, and duration of services, regardless of the severity of the disability.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

6 month reporting date 05/04/05

Closed 05/06/05

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>Huron District special education staff will review the district's "Extended School Year" guidelines/procedure packet.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The date of this review session for all staff will be documented and submitted to the Special Education Programs (SEP).</p>	<p>May 15, 2005</p>	<p>Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
<p>Please explain the data (6 month) The district reviewed its established procedures (documentation of parent input on the prior notice form and the district's re-evaluation form and ESY) on November 17, 2004 and January 19, 2005. On January 19th the improvement plan was also reviewed with staff which included ESY. Building level teams included the following schools and meeting dates: Buchanan, February 2, 2005; Jefferson, February 7, 2005; Madison, February 9, 2005; Washington, January 21 and February 9 & 22, 2005; Middle School, February 15, 2005; and High School, February 2, 2005. The "Extended School Year" guidelines/procedure packet was reviewed at the building level team meetings. Copies of the "Extended School Year" guidelines/procedure packet were provided to any staff member not having a copy on January 19, 2005.</p>				

6 month reporting date 05/04/05

Closed 05/06/05

<p>2. What will the district do to improve?</p> <p>The staff will demonstrate their understanding of the process by holding small group discussion within their similar areas of responsibility (e.g., related services, early childhood) to help clarify any misunderstanding.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The date of this small group activity will be documented and submitted to the Special Education Programs (SEP).</p>	<p>May 15, 2005</p>	<p>Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
<p>Please explain the data (6 month) The district reviewed its established procedures (documentation of parent input on the prior notice form and the district's re-evaluation form and ESY) on November 17, 2004 and January 19, 2005. On January 19th the improvement plan was also reviewed with staff which included ESY. Building level teams include the following schools and meeting dates: Buchanan, February 2, 2005; Jefferson, February 7, 2005; Madison, February 9, 2005; Washington, January 21 and February 9 & 22, 2005; Middle School, February 15, 2005; and High School, February 2, 2005. Copies of the "Extended School Year" guidelines/procedure packet were provided to all staff members not having a copy at the time of the November 17th meeting.</p>				

6 month reporting date 05/04/05

Closed 05/06/05

<p>3. What will the district do to improve?</p> <p>The number and needs of students receiving ESY services will continue to be monitored on a yearly basis.</p> <p>What data will be given to SEP to verify this objective?</p> <p>A comparison of the numbers of students receiving ESY over the past two years and the predicted number for 2004 - 2005 will be submitted to the Special Education Programs (SEP).</p>	<p>May 15, 2005</p>	<p>Special education director, all certified special education personnel (e.g., teachers, speech pathologists, PT, OT), and special services secretary</p>	<p>MET</p>	
<p>Please explain the data (6 month) As of this date, the Huron District will be providing ESY services to 68 students. On the ESY portion of the IEPs the dates of ESY are provided, goals to be addressed are identified, the services and service times are given, and the issue of transportation noted (school provided or parent reimbursement for mileage). The number of students receiving ESY services in 2003-2004 was 53 and 43 received services in 2002-2003. The number and needs of students receiving ESY services will continue to be monitored on a yearly basis.</p>				